**Pre-K Professional Learning Program Lesson Plan**

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| **Content Area:** | **Literacy** |
| **Lesson Title:** | **“Sing Your Name”**  **Learning the letters in our names** |
| **Time Frame/Lesson Length:** | 10 minutes |
| **Lesson Setting:** | This lesson works in a large group or small group setting depending on the number of students in a classroom. It is most important to keep this lesson under 10 minutes. If there are many students in the class, it can be introduced in small group and used in whole group when students are familiar with the song. |
| **Grouping of Students** | This lesson is easily done in a large group setting as it involves engaging movements and opportunities for children to participate at differing levels of literacy development. Students may simply listen and move, or they may be able to engage at a higher level by creating new rhyming words. |

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| **Lesson Objective:** | Using a rhyming song, the learner will be able to spell his/her name aloud, supporting independent name recognition and writing skills.  *Student-friendly: I can spell my name.* |
| **Aligned Standard(s):**  **(TN-ELDS)** | *PK.FL.PC.1 Demonstrate understanding of the organization and basic features of print.*  *c. with guidance and support, understand that words are made up of alphabet letters.*  *d. Recognize familiar uppercase letters and some of the most common lowercase letters.*  *PK.FL.PA.2 Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) through oral language and with guidance and support*  *a. Recognize and discriminate between rhyming words in spoken language.*  *c. Begin to blend and segment onsets and rhymes of single-syllable spoken words.* |
| **Assessment Method:** | Teacher observation of which children are successful in their attempt to orally spell their name. |

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| **Background Knowledge** | Students should have been exposed to letters and letter sounds prior to singing these songs. The children will have been learning to identify each other’s names through play and songs. |
| **Intentional Vocabulary:** | Name-what you and others call you by |
| **Materials Needed:** | * Knowledge of the song “B-I-N-G-O” * Lyrics to “Friend Names” written on large chart paper (leave blank lines instead of letters and the name, see attached chart). * Fun pointer |
| **Considerations for Learning:**  *possible challenges, management issues, and safety considerations* | Longer names (8 letters or more) can be tricky to sing without rushing the pronunciation of each letter, but just slow the tempo down so that each letter is clearly pronounced. It can help to practice beforehand so that it comes out smoothly. |

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| **Lesson Procedures and Questioning** | | |
| **Lesson Section** | **Detailed Procedure**  *[Sample teacher script is in italics]* | **Questioning Sequence** |
| **Introduction:** | *“Good morning everyone! Now that we have learned each other’s names and become friends, we are going to learn to spell and write our names. What is a name? Raise your hand if you want to tell me what a name is.”*  Pause to acknowledge any raised hands and ask for their definition of “name.”  *“So, your name is what people call you. It’s also how what we write on your backpack or your lunchbox or your artwork so we know who those things belong to. Raise your hand if you can tell me something that has your name on it.”*  Pause to acknowledge any raised hands and listen to things children may have that have their name on it.  *“Well, I want each of you to know the letters that are in your name so that you can write your name on your projects or your artwork. Do you see our alphabet chart on the wall? Do you see the letters that are on each of those boxes? Those letters make up the words we speak, including our names.”*  Sing “Friend Names” one time through, pointing to the words on the chart paper as you sing. Use the teacher name for this first time. | Knowledge and comprehension questions are recommended for the introduction.   * What is a name? * What is something you have that has your name on it? * Do you see where the alphabet chart is in our room? Do you see the letters that are part of the alphabet? |
| **Exploration:** | *“How many of you already know how to spell your name? Raise your hand if you can spell your name for me.”*  Pause to acknowledge any raised hands and ask the children to tell you how to spell their name. After a child tells you how to spell their name (for example “Lucy”), sing them their “name song” to the tune of “BINGO” : “There is a friend in our class and Lucy is her name-o. L-U-CY, L-U-C-Y, L-U-C-Y and Lucy is her name-o!”  Continue with other children’s names around the circle. (Although “BINGO” is a five letter name song, you can easily adapt it to shorter or longer names by pausing an extra beat or singing the letters a bit faster).  You can add letter manipulatives for students who need hands-on practice. Give each child a bag with foam or magnetic letters and have them touch each letter in their name while they sing. | Application and analysis questions are recommended for the exploration.   * Who already knows how to spell your name? * How do you spell your name? * Can you touch the letters in your name? |
| **Closing:** | *“We’ve had fun singing our names today, and we will keep singing and practicing. See if you can learn your name song. Then you can use it to help you remember and learn to write the letters in your name.”*  *“I’ll post the song lyrics on the wall near the pointers. During choice time you can use the pointer to touch the words and sing along with a friend.”* | Creation and evaluation questions are recommended for the closing.   * Can you sing your name song by yourself? |

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| **Opportunities for Differentiation:** | Give children a card with his/her name written on it and have them point to each letter as you sing their name. Give each child the magnetic letters that comprise their name and have them put them in order as you sing their name song. |
| **Extending the Learning:** | Place the chart paper with lyrics in a public area near pointers. Encourage children to practice touching the words as they sing the rhyme during choice time.  Sing the name songs and have children stand up (or go line up) when they hear their name being spelled.  Once students are familiar with the lyrics to the song, this is a great song to use during a transition time like walking to the playground, washing hands, etc. |

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| **Appendices (attach resources used, handouts, etc:** |
| Friend Names Lyrics Chart |

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| **Friend Names**  *Sing this song to the tune of “B-I-N-G-O”.*  There is a friend in our class  and \_\_\_\_\_ is his/her name-o.  \_-\_-\_-\_,  \_-\_-\_-\_,  \_-\_-\_-\_  and \_\_\_\_ is his/her name-o!”  Note: Although “BINGO” is a five letter name song, you can easily adapt it to shorter or longer names by pausing an extra beat or singing the letters a bit faster. |